Baldrige Application 2002
Valle Vista Elementary School

TABLE OF CONTENTS

ORGANIZATIONAL PROFILE

P1. *ORGANIZATIONAL DESCRIPTION*

Valle Vista Elementary School provides kindergarten through fifth grade students with elementary school core curriculum. We also provide a preschool Child Find program and we will offer one of the only dual language preschools in the city starting in January 2003. Valle Vista Elementary School is in its fourth year of implementing three essential programs: the dual language program, the *Design for Literacy* program and the *TERC Investigations* math program. These new initiatives began in 1997 – 1998 due to (1) changing student population (high mobility), (2) historically low student achievement on norm referenced standardized tests and (3) consistently low achievement by Limited English Proficient (LEP) students on norm referenced standardized tests, as compared to English proficient students. The state department identified Valle Vista as a "school in need of improvement" during the 1999-2000 school year.

The dual language program is a research-based enrichment program that strives to maintain a home language while acquiring a second one. The goals of the program are academic achievement at or above grade level in English and Spanish, bilingualism, bi-literacy and cross-cultural understanding. Instructional program strategies include equal numbers of Spanish dominant and English dominant students in each class, use of two languages for instruction for all students (monolingual delivery), extended period of time (minimum K-5), and 50% of the daily instruction in Spanish (a 50/50 dual language model).

Design for Literacy is a research-based, balanced approach to literacy. The goal of the program is to build an infrastructure that supports literacy teaching and learning in the classroom. The program provides a suite of tools and strategies (e.g., guided reading, guided writing, shared reading, shared writing) teachers can use in their literacy instruction.

The *TERC Investigations* math program is research based and correlates with national, state and district standards. It is designed to invite all students into mathematics by providing problem contexts that often call on students to share experiences from their culture and provides a variety of instructional strategies to address diverse learning styles. It is a constructivist-based curriculum that encourages students to invent their own strategies and approaches to math problem solving tasks, including computation.

A) Organizational Environment

Valle Vista Elementary School is located in the northern portion of Albuquerque's South Valley, a traditionally Hispanic and rural community. Though only minutes away from the tourist magnet of Old Town Plaza and the bustle of the downtown corridor, the community maintains a semi-rural nature and is a pocket of poverty.

The culture of the school is defined in our school motto, mission, and values. Our school motto is "We are family/Somos familia." The mission of the school is to dramatically increase the academic achievement of every student. Our mission guides the educational and operational decisions for the school. Goals to accomplish our vision and mission are based on the following shared values:

- Collaboration
- Student success
- Commitment to our students, community and each other
- Caring

- Teacher success
- Trust
- Diversity
- Respect and appreciation of students and each other.

The staff at Valle Vista Elementary School is comprised of 65 members and is represented by five bargaining units in salary and contract negotiations. Forty-five members of the staff are certified. 19 teachers are bilingually endorsed and 8 are English as a Second Language (ESL) endorsed. Four teachers are licensed in Special Education. Figure 1 depicts the educational levels for teachers at Valle Vista, where over half of the teachers at the school have masters degrees.
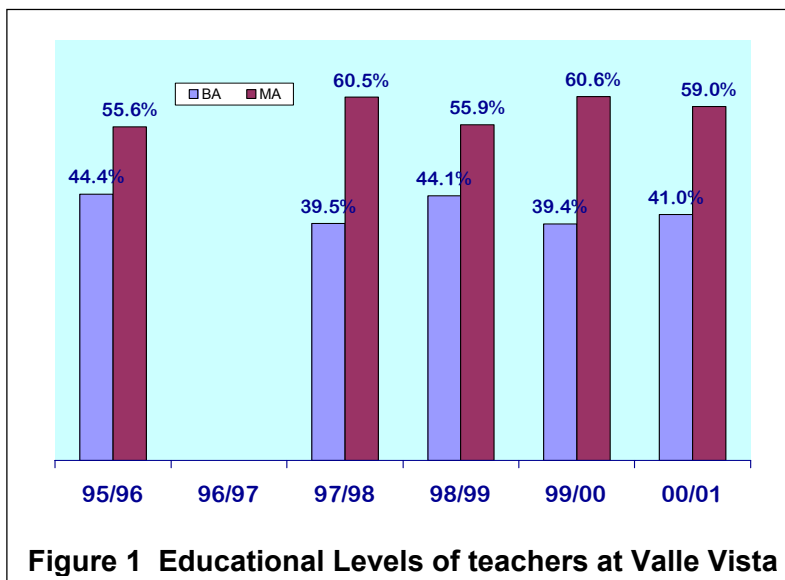
Figure 1 Educational Levels of teachers at Valle Vista

Figure 2 shows the experience levels of teachers at Valle Vista. The data indicates a fairly large group of relatively new teachers, as well as a fairly large group of veteran teachers.

Valle Vista Elementary School opened during the 1952 - 1953 school year. The facilities at the school include: a gym, library, computer lab, family resource room, cafeteria, office areas, professional development room, kindergarten playground, first – fifth grade playground and 44 total classrooms, of which 24 are portable structures. The computer lab has 21 Macintosh iMac workstations and every classroom has at least two computers. The school is networked with a T1 line. Telephone lines and telephones were installed in each classroom during the 2001 –2002 school year. Plans for the 2002 – 2003 school year include adding 12 additional network drops in classrooms, upgrading the phone system, adding TV cabling capabilities and the completion of a permanent Family Resource Room.

Figure 2 Experience levels of teachers at Valle Vista.

Valle Vista Elementary School has established a safety plan, which follows the district and state guidelines. Each staff member is trained annually on the different areas within the plan. The district's Maintenance and Operations and Risk Management divisions inspect the health and safety areas on an ongoing basis.

Figure 3 Percent of students receiving free or reduced price lunch for the last seven years.
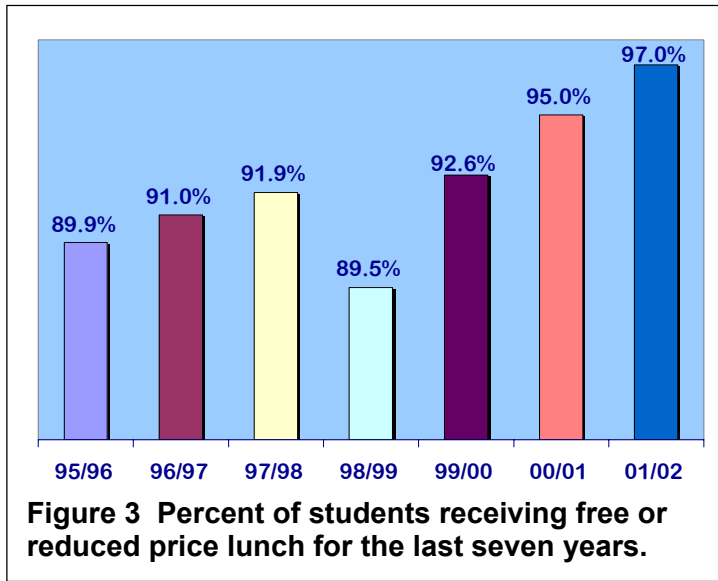
The school operational budget is derived from the per-pupil expenditure determined by the legislature. This funding formula allocates a dollar amount for each district, and they, in turn, give each school a budget (approximately $1.9 million). The school qualifies for school-wide Title I funds ($196,000), as over 95% of the student body is considered at-risk (Figure 3). The school also qualifies for federal bilingual funding ($220,000) based on the large percentage of second language learners (Figure 4). The Title VII Grant for the dual language program is $1.5 million over five years (2001 – 2005) and a Comprehensive School Reform (CSR) grant, to implement Baldrige, is for $53,000/year for three years (2002 – 2004).

The services provided at our school (e.g., special education, federal projects/grants, health, counseling, food and transportation), follow the guidelines of the district office, as well as the state and federal requirements. The school's principal oversees supervision of each of these areas except for food, custodial, and transportation, which is supervised by district office personnel.

B) Organizational Relationships

The majority of students attending Valle Vista Elementary School are from the lower social economic status, as reflected by the average 92% free and reduced lunch recipients over the last six years (Figure 3). For the upcoming school year, Valle Vista will be 100% free lunch, in line with federal guidelines.

Valle Vista's student population also includes a significant population of students with Limited English Proficiency (LEP) as measured by the Language Acquisition Scale (LAS). Figure 4 depicts the percent of LEP students attending Valle Vista over the last six years, with an average of 40%.

Figure 4 Percentage of LEP students over the last six years

It is estimated that 30% of the students are from families that have immigrated to the United States during the past five years.
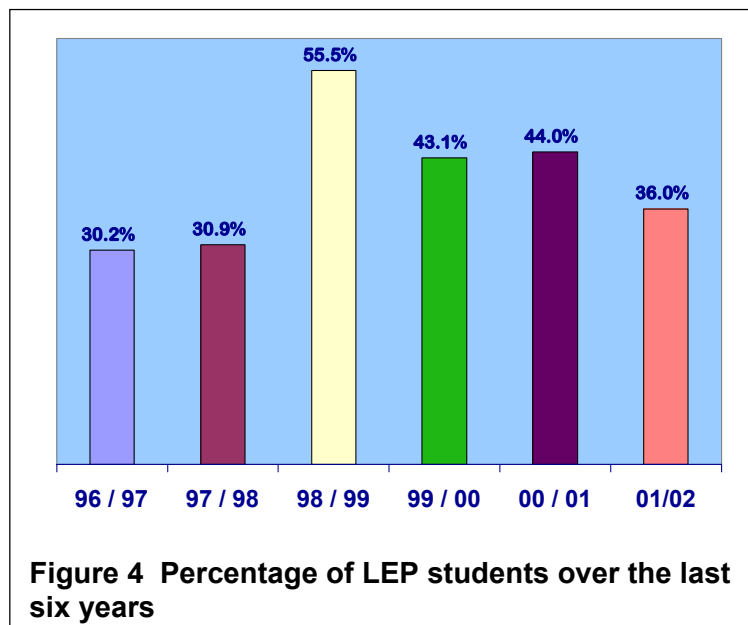
For all students and stakeholders, the key requirement is to meet or exceed state standards. Equally important is for Valle Vista to provide a safe learning environment. For those students that are in the dual language program, an additional requirement is to meet or exceed state standards in both English and Spanish.

Most students attending Valle Vista will attend Ernie Pyle Middle School, which then feeds to Rio Grande High School. These schools are all subunits of the Albuquerque Public Schools. Students entering Valle Vista come from the surrounding community. We also have approximately 40 transfer students. Reasons for transfer include opportunity for dual language education, family history of school attendance and quality of teaching and learning.

Figure 5 Valle Vista enrollment for the past seven years.
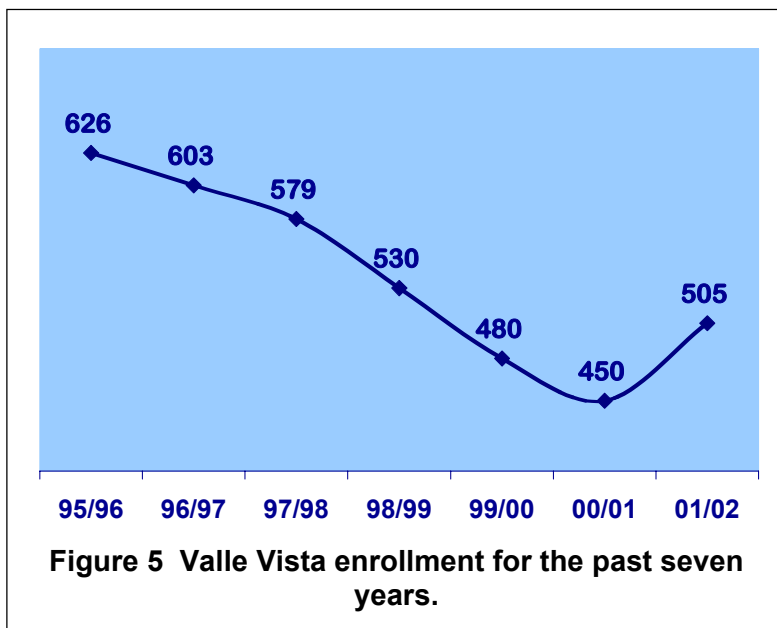
P2. ORGANIZATIONAL CHALLENGES

A) Competitive Environment

The enrollment at Valle Vista has been steadily decreasing over the last 7 years with a slight increase last year (see Figure 5).

Our direct competitors include private institutions and the growing trend of home-schooled students. In addition, as a result of being identified as a "school in need of improvement," for the school year starting 2001 – 2002, families in our service area can request transfers to other schools not identified as "in need of improvement," with the transportation provided by the district under Federal Title I legislation.

One of the reasons students transfer from out of district to Valle Vista is for the dual language program. Currently, there are only five other elementary schools in Albuquerque that provide a dual language program. Because of the success of the current programs, it is anticipated that more schools will opt to begin implementing dual language programs.

B) Strategic Challenges

Over the last five years, the school's student mobility rate has more than doubled (see Figure 6), rising from 34% in 1996/1997 to 80% in 2000/2001. This trend is projected to continue, given the steady influx of recent immigrants in the community.

Teacher mobility is shown in Figure 7. After the 2000 – 2001 school year, there was a significant decrease in the number of teachers leaving the school. However, the number of teachers leaving after the 2001 – 2002 increased again indicating that teacher retention is a continued organizational challenge.
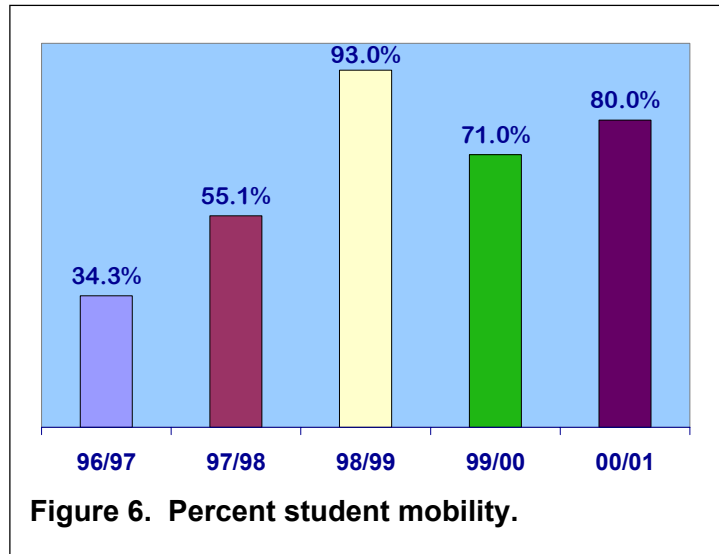
Figure 6. Percent student mobility.

C) Performance Improvement System

Valle Vista Elementary School began its quality journey in 1999, when a small team began training through the Strengthening Quality in Schools (SQS) project. This team was successful in making improvements on important educational and operational areas of the school, particularly in their own classrooms, as they continued to receive their training through SQS.
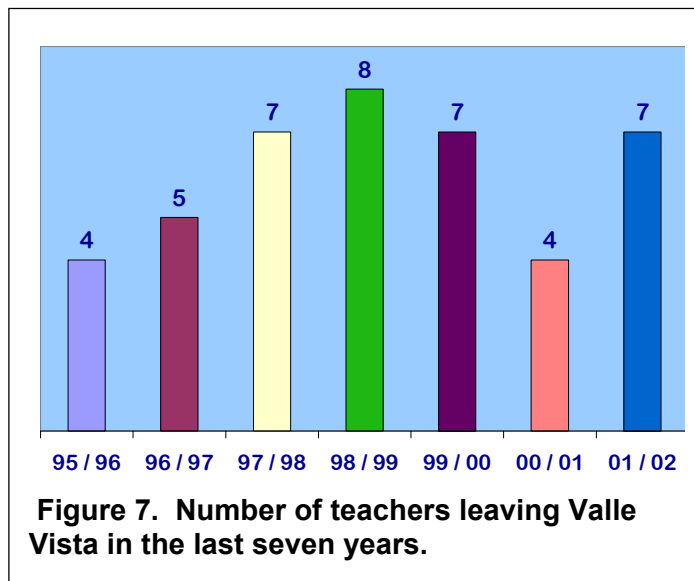
Figure 7. Number of teachers leaving Valle Vista in the last seven years.

As of January 2002, as a result of receiving a Comprehension School Reform (CSR) grant, we will begin formal Baldrige/quality training of all staff, with national trainers and consultants. This grant will provide ongoing support through 2005.

To achieve our overall mission, Valle Vista Elementary School is committed to using the Baldrige framework to develop an integrated management system in order to make systemic improvements to the organization. We want to be a school that utilizes performance data when making decisions and that aligns each area of our strategic direction to our mission.

This in turn will produce alignment with the district, as well as address the specific needs and requirements of all our students and stakeholders.

{Blank Page}

Valle Vista Elementary School – Piñon Application

1.0 LEADERSHIP

1.1 ORGANIZATIONAL LEADERSHIP

The principal, Valerie Simpson, guides Valle Vista's organizational values and performance expectations and has been at the school for the last seven years. She directs our school by:

- Setting a clear direction with a focus on student learning.
- Creating a learning–oriented climate that promotes values and equity for all.
- Addressing current and future opportunities.

The leadership structure at Valle Vista Elementary School is shown in Figure 1.1.
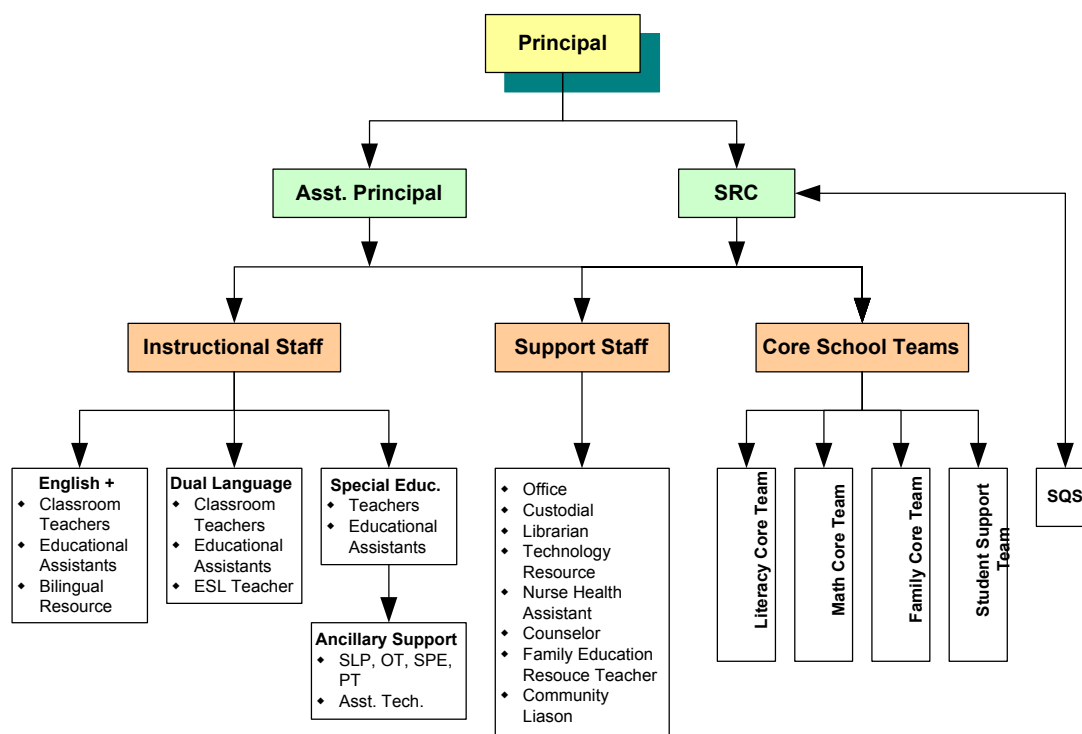
Figure 1.1 Organizational Structure at Valle Vista Elementary School

The principal is the senior leader of the school followed by the assistant principal. The School's Restructuring Council (SRC) is the school's primary leadership team, which addresses matters related to curriculum and school improvement. Representation includes each grade level, support staff, parents, teacher union representation, and educational assistants. All constituent groups have input, and may bring issues for discussion. Additionally, every staff member participates in one of the school core teams.

Senior leaders communicate expectations through regular staff, SRC and core team meetings. Communication flows both to and from these groups through the grade level representation on each core team, SRC and support team. The key to this system is efficient communication between grade level team members. Table 1.1 shows the current leadership mechanisms for communication.

Table 1.1 Communication Mechanisms

Who	Activities	Frequency
Principal	Holds staff meetings	Monthly
	Monday Memo	Weekly
	Sends e-mails, Meets with core team leaders, instructional leaders, grade levels, constituency groups and with students	As needed
SRC	Meetings	Bi-Monthly
Core Teams	Meetings	Monthly
Grade Level Teams	Articulation Meetings	Weekly
Dual Language Team	Meetings	Monthly As Needed

Leadership communicates individual expectations through the evaluation process. For the past two years, all teachers and educational assistants have developed personal action plans that align with school goals, mission and state professional competencies. This has directly aligned personal goal setting with student achievement.

Organizational Performance Review

School performance goals and results are shared at staff and core team meetings but, overall, communication regarding goal achievement has been intermittent. The organizational communication process has been identified by the staff as an area to focus on improving during the upcoming school year. We will design a system that provides systematic communication of progress towards goals for all constituents and stakeholders. Table 1.2 presents elements of the current performance review process that will be improved on.

Table 1.2 Performance Measurements

Key Performance Measures	Analysis Participants	Frequency Review
Reading Levels (criterion referenced)	Whole staff, literacy core team	Quarterly
NM Writing Assessment	Whole staff	Annual
TerraNova/La Supera (norm referenced, standardized)	Whole staff	Annual
Language Acquisition (criterion referenced)	Classroom teachers	Intermittent

At a school level, the reading level data was used for the first time in 2001-2002 after to assign support personnel to classrooms that had a significant percentage of students reading below grade level after the first quarter. In the classroom, besides directing instruction (e.g., forming flexible guided reading groups), the reading level data was also used to identify students for intervention programs such as Reading Recovery and the Day Foundation Tutoring program.

Having more frequent assessment data to guide instruction is a strategic initiative for goal attainment. During the 2001-2002 school year, more than half of the classroom teachers piloted a standards-based writing assessment system (Authentic Literacy Assessment System – ALAS). This standards-based system will be implemented school wide next year, on a quarterly

basis. Furthermore, the math core team is developing a standards based math performance assessment system that will be piloted in the 2002-2003 school year. This assessment system will provide a key performance measure for math problem solving, also on a quarterly basis.

1.2 PUBLIC RESPONSIBILITY AND CITIZENSHIP

Responsibilities to the Public

Valle Vista's principal and staff remain committed to meeting their public responsibilities to ensure a safe, productive environment for all associated with the school. Many of these responsibilities stem from federal, state, and local laws and regulations from state and local school board directives and community response. Student health regulations, building and environmental safety requirements, emergency and hazard management, student and staff personal safety requirements come under the original jurisdiction of state and local boards, commissions and associations. When necessary, Valle Vista administration and staff review and monitor these requirements to facilitate their proper and prompt application. Outside entities periodically visit the campus or request information in order to review the adherence to regulatory guidelines (e.g., fire chief inspector). Broad spectrums of regulations dictate the response of school authorities to hazardous and dangerous situations.

Support of Key Communities

Valle Vista seeks to be an active and contributing member of its community by modeling behaviors that promote public interest through a variety of activities. We provide a fully staffed Family Resource Center that offers a wide range of classes including Preschool Story Hour, Nutrition Classes, Medicaid applications, Income Tax Preparation Classes, Art Workshops, Spanish as a Heritage Language Classes, and ESL/GED classes. During the 2001 – 2002 school year extra-curricular enrichment activities were provided through a *Saturday Academy*. These activities were highly attended, with a majority being offered by community members themselves. Individual classrooms take the lead in organizing and sponsoring community service projects such as bake sales for the 9/11 victims, *Pennies for the Homeless* and an intergenerational program with seniors from nearby Holy Family Catholic Church.

2.0 STRATEGIC PLANNING

2.1 STRATEGY DEVELOPMENT

Strategic directions at Valle Vista are set through the SRC. The SRC is comprised of the principal and vice principal, a representative from each grade level, special education, support staff, educational assistants, the teacher's union, and parents. Each representative is responsible for conveying information to his/her constituents during the weekly grade level articulation meetings and reporting back to the SRC. The SRC oversees the budget, safety matters, curriculum and instructional issues, under the guidance of District policy and standards.

The current strategic planning process is informal. Current standing and progress results are shared with the staff at the beginning of the school year and are used to make decisions at the bi-monthly SRC meetings. Additionally, the administration frequently consults with the Literacy Instructional Coaches, the Math Instructional Coach, the Bilingual Coordinator and the SQS Quality Facilitators regarding strategic direction.

As the whole staff becomes knowledgeable of the Baldrige framework through the Comprehensive School Reform (CSR) training, a more formal process will be developed for strategic planning. This systematic process will include long-term goal setting based on

baseline performance data, the APS standards and satisfaction surveys from students, staff and parents.

2.2 STRATEGY DEPLOYMENT

Our school mission is to dramatically improve the academic achievement of every student at Valle Vista. To achieve this mission, goals and strategies for each goal have been developed
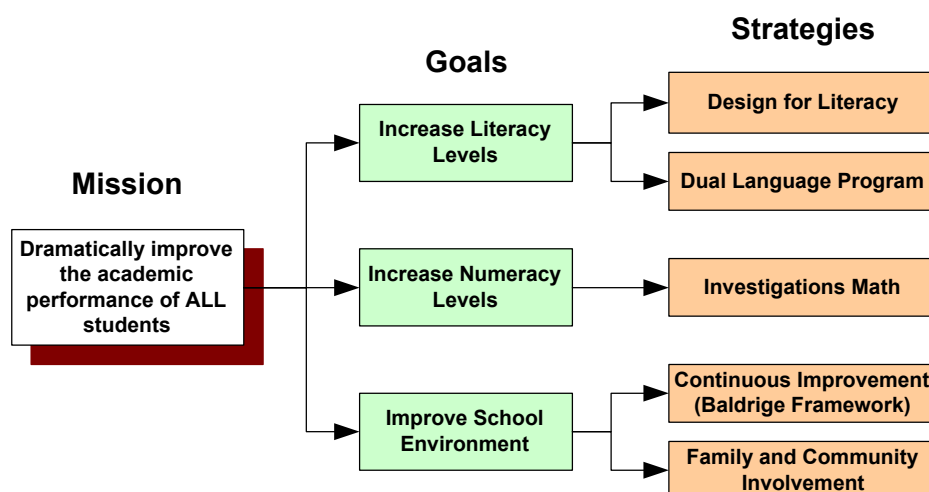
Figure 2.1 - Strategic Deployment

The strategic initiatives involve significant changes to the way instruction occurs in the classroom. Therefore, a developmental model was used that was based three stages – awareness, implementation and institutionalization.

For each strategy specific implementation action plans were developed informally with the administration, SRC, instructional coaches and core teams. Tables 2.1 – 2.5 show each strategy implementation action plan.

Table 2.1 Action Plan for implementing the *Design for Literacy* program

Change Process Stage	Action	Timeline
Awareness	2/3 staff trained, Establish Literacy Core Team, Monthly Planning Meeting, Obtain Materials & Resources, Develop Professional Library	1998 - 1999
	All staff trained, Pilot School-wide Reading Level Assessment, Establish 2- Hour Literacy Blocks, Develop Bilingual, Leveled Book Room, Align Title I Resources, Day Foundation Tutoring	1999 - 2000
Implementation	New staff trained, Reading Level Tracking, Grade level articulation meetings, Guided Reading Focus, Literacy Core Team Study Group, Reading Recovery, FBI Tutoring	2000 - 2001
	New staff trained, Instructional Coaches, School-wide Study Groups, ALAS Training & Pilot (Standards based writing rubric), Summer Academy, Support Teachers Push In, Time w/ alert students, Correlate with new standards, EA training, Test Prep Focus	2001 - 2002

| Institutionalization | ALAS Tracking, Special Needs Student Focus, Parent and Student Friendly Standards, 2nd Lang. Literacy Objectives, Content Area Integration, Oral Language Rubric | 2002 - 2003 |
| | Student Literacy Portfolio System, Standards Based Comprehension Rubric, Standards Based Developmental Report Card | 2003 - 2004 |

Table 2.2 Action Plan for implementing *Investigations* math program

Change Process Stage	Action	Timeline
Awareness	Train 1/4 staff, On-site instructional coach, Study group	1998 - 1999
	All staff trained, Math Core Team, Professional Library	1999 - 2000
Implementation	1 hour Math Blocks, Grade level articulation meetings	2000 - 2001
	School-wide Study Groups, Math Leaders, 1/2 day follow-up grade level trainings, EA training, Test Prep Focus, TERC correlations with new APS standards	2001 - 2002
Institutionalization	Math Intervention Program, Parent/Student Friendly Standards, Cross grade articulation, Middle school articulation, Pilot Math Problem Solving Assessment System	2002 - 2003
	Implement Math Problem Solving Assessment System Student Numeracy Portfolio System	2003 - 2004

Table 2.3 Action Plan for implementing the Dual Language program

Change Process Stage	Action	Timeline
Awareness	Study group to identify improved alternative language program	1997 - 1998
	Dual Language Program started grades K – 1st	1998 - 1999
	Dual Language Program started in grades $2^{nd} – 5^{th}$	1999 - 2000
Implementation	Apply for federal Title VII Grant Dual Language Summer Study Group	2000 - 2001
	Receive Title VII Grant, Spanish Literacy Instructional Coach, Review/revise initial literacy instructional model, Family and Community Education Coordinator, Family and Community Needs Assessment, Saturday Academy, Summer Academy, School-wide study groups	2001 - 2002
	Dual Language Preschool, Spanish Reading Intervention Program, 2nd Language Literacy Objectives, 2nd Language Oral Language Rubric, Parent Involvement Teacher Training, Community classes, School-wide database, 2nd Lang. Special Needs Student Support	2002 - 2003

Table 2.4 Action Plan for implementing Continuous Improvement/Baldrige framework

Change Process Stage	Action	Timeline
Awareness	Site Quality Team attends SQS trainings, Use quality tools with existing initiatives	1999 - 2000
	SRC Orientation to Baldrige Training, Classroom implementation in Site Quality Team members classrooms	2000 - 2001
	School-wide SQS Study Group, Apply for and receive CSR Grant	2001 - 2002
Implementation	School-wide Orientation to Baldrige Training, School-wide Baldrige in the Classroom Training, National Trainer – Consultant Coaching for school-wide implementation, Restructure the organization using the Baldrige framework	2002 - 2003
	School-wide Planning for Performance Excellence Training, School-wide Data Not Guesswork Training	2003 - 2004

Table 2.5 Action Plan for family and community involvement strategy

Change Process Stage	Action	Timeline
Awareness	Family & Comm. Ed. Coordinator Epstein Model (6 Keys to Parent Involvement) Community Action Team Family & Comm. Needs Assessment Continuing Ed. Financial Assistance Family & Community Involvement Long-Term Plan	2001 - 2002
	Begin implementation of plan	2002 - 2003

The long-term measure for all of these action plans is to see dramatic increases in student performance for every key performance measure (see Table 2.6).

Table 2.6 Key performance measures for school goals

Key Performance Measures	Baseline Levels	Long-term Goal
Reading Levels (criterion referenced)	2000 – 2001 An average of 75% of students reading below grade level at entry 2001 – 2002 An average of 63% of students reading below grade level at entry Dual language student baselines to be established 2002 – 2003.	All students reading at or above grade level Dual language students reading at or above grade level in English and Spanish by the end of 5th grade
NM Writing Assessment	1999 – 2000 Valle Vista average holistic score 2.5 compared to district average of 3.5	All students scoring at or above the district average

TerraNova/La Supera (norm referenced, standardized)	2000 - 2001 64 % of students scoring below the 40th percentile on the Terra Nova averaged across content areas Terra Nova/La Supera data for 5th grade students baseline will be established in 2002 - 2003	All students scoring above the 50th percentile in all subject areas 5th grade dual language students scoring above the 50th percentile in all areas for both the Terra Nova and the La Supera
Language Acquisition (criterion referenced)	Baseline to be established 2002 - 2003	All students being classified as Fully English Proficient (FEP) by the end of 5th grade

We realize the need for establishing some of the baseline data and setting short-term benchmark goals for each performance measure. Additionally, as previously mentioned, we are in the process of establishing school-wide writing and math assessment systems that can be administered on a more frequent basis to directly inform instruction and help establish short-term school, grade-level and classroom benchmarks. The need also exists for collecting short-term implementation data for each strategy to ensure that implementation is actually taking place. We will be working on all these areas for improvement as we begin to use the Baldrige framework school-wide.

3.0 STUDENT, STAKEHOLDER, & MARKET FOCUS

We currently do not have a systematic process for determining and monitoring the needs and expectations of student, stakeholders and the market. As we move forward in implementing the Baldrige framework to manage the school, this process will be developed. The following sections describe what has and is currently being done in this area.

3.1 KNOWLEDGE OF STUDENT, STAKEHOLDER, & MARKET NEEDS AND EXPECTATIONS

At Valle Vista we analyze student assessments, along with reviewing current research to ensure that the educational and support services we offer meet our student's needs. The extensive research base for students from similar backgrounds was the basis for selecting the three current major initiatives at the school (*Design for Literacy, Investigations* math, and the dual language program). Table 3.1 presents the needs of our stakeholders and the current methods that are used to determine them. Please note that these methods will become more formalized and systematic as we progress in our quality journey.

Table 3.1 Stakeholder needs assessment methods

Key Stakeholder	Needs/ Expectations/Requirements	Methods for Determining Needs
Students	To achieve at or above grade level in all subject areas To be valued for what they bring to the school learning community (e.g., language, culture, values)	Assessments, Individual classroom surveys and quality activities (e.g., plus delta), Research from students with similar demographic backgrounds (e.g., second language learners, low socio-economic status)
Parents	High academic achievement for child, Safe environment for child, Parent as a valued member of the school learning community, School sponsored extra curricular activities, Parenting, technology and ESL support	Annual Quality of Education Survey, Research from communities with similar demographics, Family Needs Assessment Survey, Family Resource Center interactions

Faculty & Staff	Safe environment, Appropriate instructional materials, Appropriate facilities, Equitable communication regarding decision making, Collegial, supportive, environment	Staff surveys and administration evaluations, Staff meetings and quality activities (e.g., plus/delta, affinity diagrams), Staff issues/complaints, SDE findings from site visit, Informal interactions
Receiving teacher	Students achieving at or above grade level	Informal interactions
Ernie Pyle Middle School	Students achieving at or above grade level	Rio Cluster Meetings, 5th-6th Grade Articulation Meeting
Rio Grade Cluster/APS/NM/ Community	Students achieving above the 50th percentile on the TerraNova in all content areas Low dropout rate High attendance rates	Cluster/District/NM strategic goals, The State Department of Education Accountability System, Newspaper education articles and letters to the editors

3.2 STUDENT AND STAKEHOLDER SATISFACTION AND RELATIONSHIP ENHANCEMENT

We build relationships with students and stakeholders through a variety of informal means that will become more formalized and systematic as we implement the Baldrige framework school wide. The current ways that we build relationships with students and stakeholders are shown in Table 3.2

Table 3.2 Methods for determining stakeholder satisfaction

Key Stakeholders	Methods Determining Satisfaction
Students	Individual classroom surveys and quality activities
Staff	Surveys, quality activities in staff meetings, administration evaluations
Parents	Quality of Education Surveys, number and type of complaints, Parent/Teacher conference interactions, Interactions with office staff
Rio Cluster/APS/NM	Feedback from site visits

4.0 INFORMATION AND ANALYSIS

4.1 SELECTION AND USE OF INFORMATION AND DATA

Organizational performance measures are collected throughout the school year. Some information is state mandated or requested by the district on an annual basis. This information includes TerraNova, La Supera, NM Writing Assessment, 2nd Grade Analytical Reading Inventory (ARI), and the Kindergarten Developmental Progress Report (KDPR).

As mentioned previously, our school is in the process of developing more frequent school-wide assessments that can directly inform classroom instruction and also form the basis of short-term performance measures for goal tracking. Our first successful attempt has been with reading levels. On a quarterly basis, each teacher submits to the administration the reading levels of each of their students using the *Developmental Reading Assessment* (DRA) for English reading levels and the *Evaluación de lectura* (EDL) for Spanish reading levels.

The district receives and compiles the state-mandated standardized test results and other district assessments and then does a comparative analysis with other APS elementary schools. The results of this analysis are briefly analyzed and shared at the last staff meeting of the year as soon as they are received. Over the summer, they are analyzed in more detail, by the administration and the SQS Team. These more detailed analyses are then shared with the staff at the beginning of the year during strategic planning sessions.

During the 2001 – 2002 school year, the SQS Team and Literacy Core Team analyzed the reading level data after the first quarter to determine which classes needed extra resources. Those classes that had more than 50% of the students reading below grade level were assigned a support teacher to come into the class and help with literacy instruction. In addition, individual teachers used the reading level data to recommend students for reading intervention program. Over the summer, the SQS Team analyzed the reading level data in more detail. This analysis will be presented to the staff during the beginning-of-year strategic planning sessions to develop priorities for the year.

4.2 INFORMATION MANAGEMENT

All the district and state mandated data and analysis are maintained in a notebook by the administration. The reading level data is maintained by administration, as well as by each individual teacher. In some classrooms, individual students also maintain the data in their data folders.

Connected with the development of school-wide assessment tools are plans for the development of a site level database. Requirements of this database include easy accessibility by all staff and faculty, confidentiality of data, and data accuracy and reliability indicators.

5.0 FACULTY AND STAFF FOCUS

5.1 WORK SYSTEMS

Work systems at Valle Vista are shown in Figure 1.1. Each grade level and staff constituency is represented in each of the Core Teams, SRC and the school support team. Monthly meetings occur on Wednesday mornings based on a weekly rotation among core teams, the SRC (meets twice a month) and staff meetings. The support team meets weekly to review and discuss student referrals with classroom teachers. Additionally, all staff participates in weekly grade-level articulation meetings on Wednesday afternoons when the students are dismissed early. The topic for these articulation meetings rotates weekly through math, literacy, and SRC issues. Each teacher is responsible for disseminating information to his/her grade-level team or constituency group from their particular work team during the articulation meeting that corresponds to their particular work team topic. The fourth Wednesday articulation time is scheduled for self-selected school-wide study groups. Quality tools are beginning to be used during work team meetings.

With the additional resources from the Title VII Grant, we are able to offer payment of tuition and books for Valle Vista staff and community members wanting to advance in their careers. Currently this support is being used to assist two parents, two educational assistants, and one secretary in obtaining teaching licenses. For the school year 2002 – 2003, three teachers will be supported in obtaining their ESL endorsements, one teacher will be working towards a counseling degree and another teacher will be working towards an administration license.

Recognition of faculty and staff for contributions toward achieving school goals is done on an informal basis. A formal recognition process has not been developed but will be one of the areas to focus on as we implement Baldrige school-wide.

5.2 FACULTY AND STAFF EDUCATION, TRAINING, AND DEVELOPMENT

Professional development opportunities are directly connected to our school goals and strategies (see Table 5.1).

Table 5.1   Faculty and Staff Training Plan

Goal	Strategy	Training
Increase literacy levels	Implement *Design for Literacy*	Six one-day workshops for all staff, half-day annual follow-up sessions, Instructional literacy coach mentoring, grade-level peer coaching, study groups
	Implement dual language program	1/2 day orientation for all dual language staff, monthly team meetings, instructional literacy coach mentoring, grade-level peer coaching, study groups
Increase numeracy levels	Investigations Math	Four half-day sessions for teachers, two full day sessions for K Educational Assistants (EAs), instructional math coach mentoring, grade-level peer coaching, study group
Improve school environment	Continuous Improvement (Baldrige Framework)	School-wide trainings, work team coaching by national trainer, grade-level peer coaching, study group
	Family & Community Involvement	To be determined during 2002 – 2003 school year

Instructional coach mentoring includes working with a teacher in the classroom over several days and follow-up sessions with the teacher a few weeks later. Attendance at study groups not held on the early release Wednesday's are compensated with stipends.

Specific student achievement benchmarks for each of these trainings will be developed in conjunction with the corresponding school-wide assessment.

5.3 FACULTY AND STAFF WELL-BEING AND SATISFACTION

Currently, there is not a systematic process for determining the well being and satisfaction of faculty and staff. As the Baldrige framework is applied to the organization, this will become one of the areas to be developed. However, at the end of the 2000-2001 school year, the staff completed a survey for the principal, the results of which guided the 2001-2002 school year's focus on the work climate. The staff identified two areas to work on: communication and the division between the Dual Language and the English Plus programs. Starting in August a series of meetings were held, using quality tools, to identify and prioritize root causes and possible solutions for these issues. Open decision-making was the top solution and is being addressed by implementation of the Baldrige framework school-wide.

6.0 PROCESS MANAGEMENT

All of the key processes at Valle Vista have been operating without having explicit requirements or measures defined. As we move forward with the Baldrige training, this will be one of the focal areas for development.

6.1 EDUCATION DESIGN AND DELIVERY

The educational programs at Valle Vista are designed to address student needs in a variety of ways. The dual language program is designed to meet the needs of our native Spanish-speaking students (maintaining their home language while acquiring English) and those native

English-speaking students who would like to acquire fluency and literacy in a second language. The *Design for Literacy* program is a research-based program that is proven with students that have demographic backgrounds that are similar to Valle Vista students. The *Investigations* math program is designed to invite all students into mathematics by providing problem contexts that often call on students to share experiences from their culture and provide a variety of instruction strategies (whole group, independent, small group, manipulatives, games) to meet the individual learning styles of our diverse students.

With the recent dissemination of the APS Standards for Language Arts and Mathematics (2001-2002), we have begun correlating these standards with the *Design for Literacy* and *Investigations* math programs to ensure alignment. Plans exist to write "student and parent" friendly versions of these standards.

6.2 STUDENT SERVICES

The key student services at Valle Vista include counseling, library, Reading Recover, Saturday Academy, Summer Academy, computer lab, registration, and food services. The Baldrige training during the 2002 – 2003 school year is unprecedented at Valle Vista because it includes every staff member at Valle Vista (e.g., cafeteria staff and office staff). After receiving the training, the national trainer will work with staff members to start defining the key support processes they are responsible for and using the Plan-Do-Study-Act cycle to improve them to better meet the needs of faculty, students and stakeholders.

6.3 SUPPORT SERVICES

The key support processes at Valle Vista include facilities management and secretarial services. The Baldrige training during the 2002 – 2003 school year is unprecedented because it includes every staff member at Valle Vista (e.g., custodians and office staff). After receiving the training, the national trainer will work with these staff members to start defining the key support processes they are responsible for and using the Plan-Do-Study-Act cycle to improve them to better meet the needs of faculty, students and stakeholders.

7.0 ORGANIZATIONAL PERFORMANCE RESULTS

Because we are just starting our quality journey, we do not have a large amount of results to present in this section. Our focus has been on establishing baseline levels for key performance measures.

7.1 STUDENT LEARNING RESULTS

The data depicted in Figure 7.1 indicates a relatively stable system, with a significant percentage of students scoring below the 40th percentile. The data from 1988 seems to indicate some kind of special case variation.


Figure 7.1 Norm-referenced standardized test results
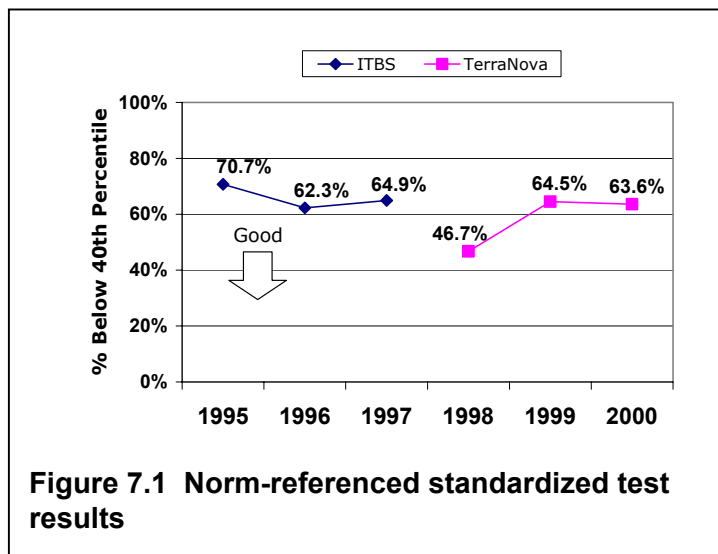
If we look at the students that took the TerraNova as 3rd graders (2000) and again as 4th Graders (2001) (see Figure 7.2) the data indicates that there are significant growths in scale

Figure 7.2 3rd- 4th grade Cohort TerraNova Growth Scores


Figure 7.3 NM Writing data
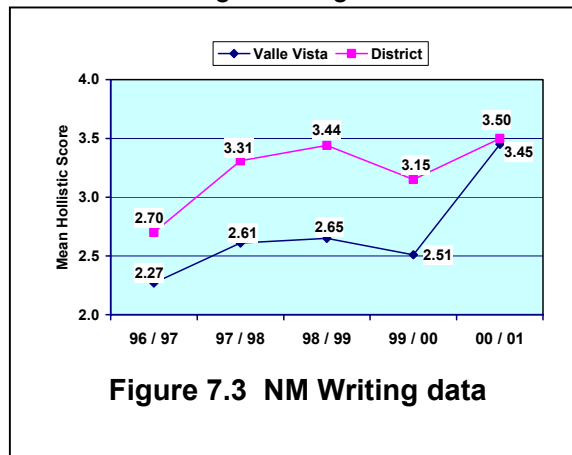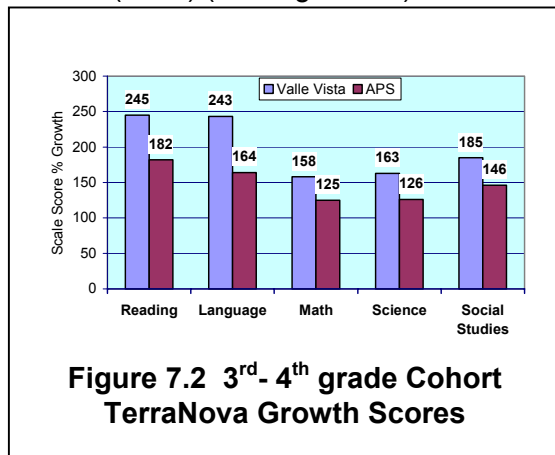
scores. This same group of students showed
significant gains on the 4th grade NM Writing Assessment (see Figure 7.3).

Figures 7.4 and 7.5 show the percent of students reading below grade level for the 2000 - 2001

Figure 7.4 Spanish Reading Level

**Figure 7.5 English Reading Level**
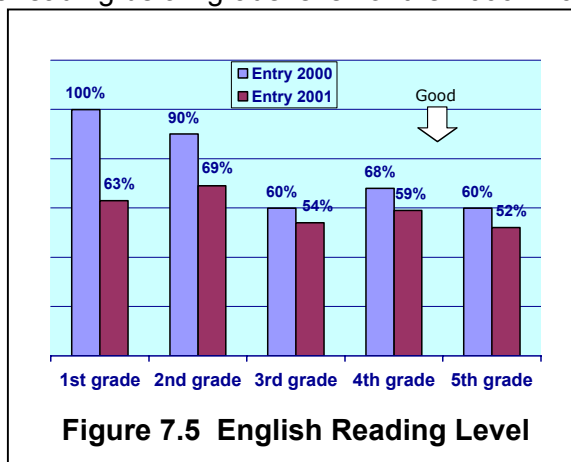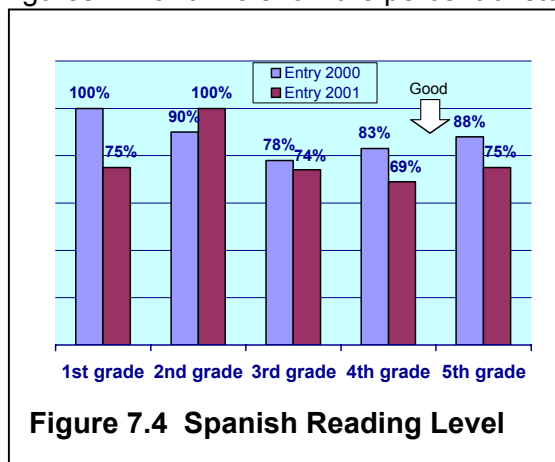
and 2001 - 2002 school years, for English and Spanish. Overall, the percentage is decreasing.
When looking at reading level progress made during the 2001 – 2002 school year by teacher

Figure 7.6 Percent of Students Reading Below Grade Level

Valle Vista Elementary School – Piñon Application
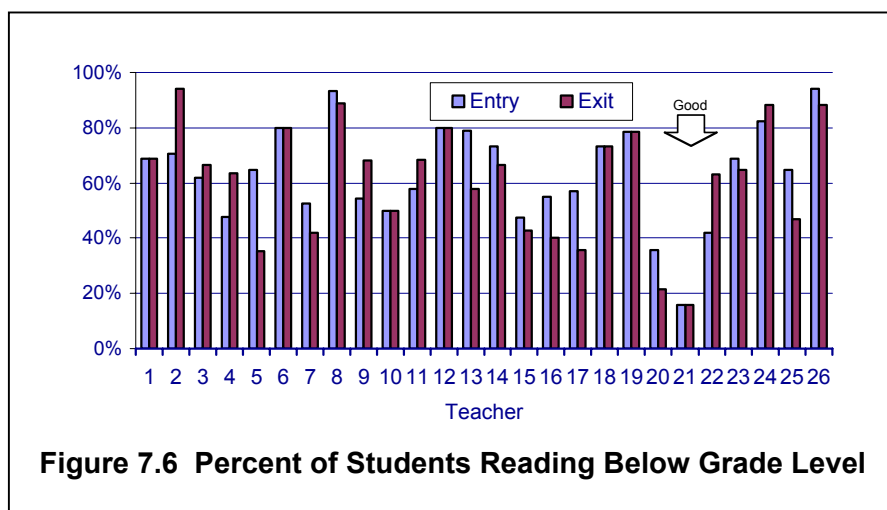
(Figure 7.6), the percent of students reading below grade level does not decrease significantly in most classrooms. With such a significant number of students starting the year reading below grade level it means that they have to make more than a year's worth of growth to "catch up."

Figure 7.7 Percent of Students Who Started Below Grade Level and Made More Than 1 Grade Level Improvement (2001-2002)
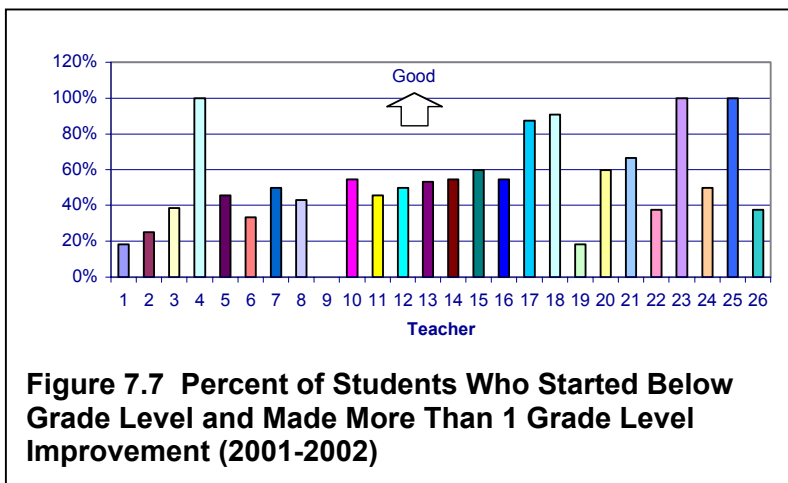
Another way to look at the data in order to focus on progress made is shown in Figure 7.7. Figure 7.7 shows the percent of students who started the year reading below grade level and made more than one grade level improvement. These students may not be at grade level but they are making significant progress. The percent of students that started below grade level and that made less than one grade level improvement (see Figure 7.8) are those students who started off behind and ended up even farther behind (they did not even make one grade level progress).

Figure 7.8 Percent of Students Who Started Below Grade Level and Made Less Than 1 Grade Level Improvement (2001-2002)
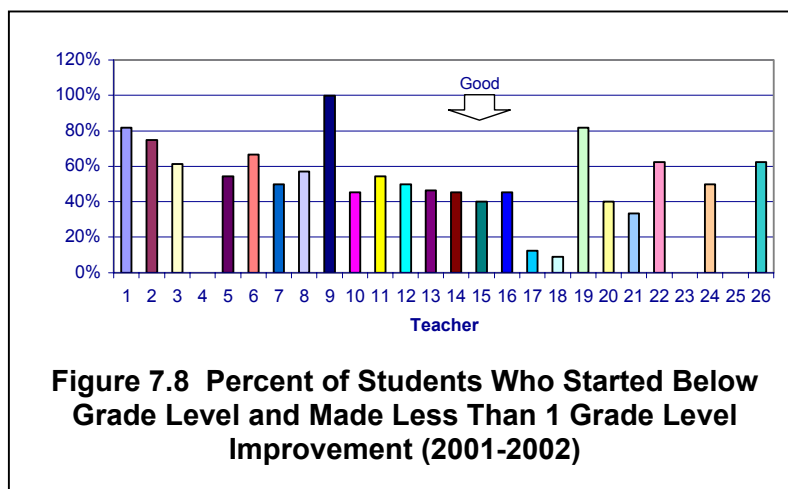
7.2 STUDENT AND STAKEHOLDER SATISFACTION RESULTS

Figure 7.9 portrays the last three Quality of Education Survey results that is administered annually to Valle Vista families. It is a compilation of results from 20 statements pertaining to

Figure 7.9 Quality of Education Survey Results (Stakeholders)
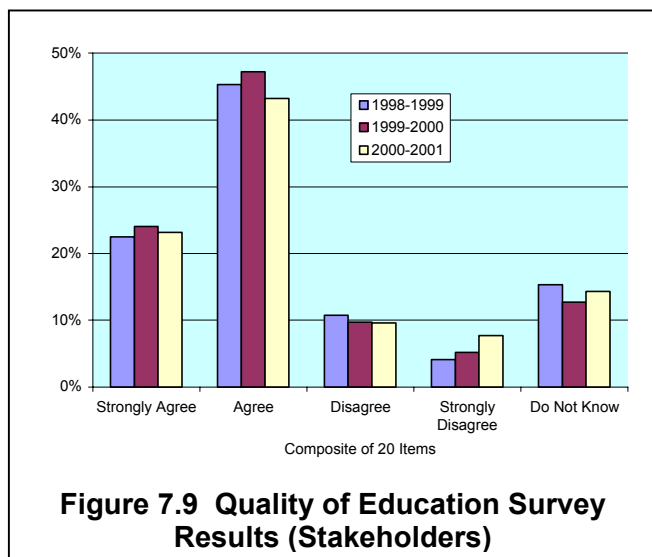
the quality of education at Valle Vista Elementary School. Respondents were asked whether they agree or disagree with such statements, as "my child is safe at school." Over the three year time period there has not been significant changes to this survey results and it continues to show that most parents *strongly agree* or *agree* with statements expressing a quality education at Valle Vista ES.

7.3 BUDGETARY, FINANCIAL AND MARKET RESULTS

We are currently not tracking results in this category.

7.4 FACULTY AND STAFF RESULTS

Data regarding faculty and staff satisfaction is only informally addressed at this time.

7.5 SCHOOL-SPECIFIC RESULTS

We are currently not tracking results in this category.